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MOOCs Coming Soon to UNCG

Like Harvard, MIT, Michigan, and others, UNCG is joining the MOOC bandwagon. Check out UNCG’s planned MOOCs in history and web design: Page 2

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Introducing The DCL Currents

The landscape in continuing and online education is shifting rapidly. Every day we hear more about MOOCs, flipped classrooms, open source learning management systems, and other innovations. Our new newsletter, DCL Currents, aims to keep you in the UNCG academic community informed on both trends and issues in continuing and online education and how DCL is engaging change. It will highlight DCL staff knowledge and skills and feature how we are keeping abreast of this changing landscape.

In addition, the DCL newsletter will share updates from key collaborators across campus, including the Faculty Teaching and Learning Commons, the University Libraries, the Office of Academic Outreach (HHS), and more.

We hope DCL Currents will help you swim with the tide of what’s new, here and “out there.” Welcome!

Why Currents?

In creating a title, we wanted to evoke the latest trends in education, the flow of information, and the digital environment. Bingo—Currents!

What is a MOOC and Why Should I Care?

In spite of some controversy, MOOCs are still the buzziest trend in online education today.

MOOC means Massive (think thousands)

Open (to anyone without prerequisites or fees)

Online (worldwide via the internet)

Course (usually short and not part of a program)

Often taught by top-notch professors from prestigious universities, they are typically free but offer no credit.

The term emerged in 2008 during an early online course taught by Stephen Downes at the University of Manitoba, “Connectivism and Connected Knowledge,” about network-based pedagogy. After 25 paying students, the course opened to 2,300 non-paying students from the general public. In 2011 the now legendary “Introduction to Artificial Intelligence” at Stanford enrolled 58,000 students from 175 countries, and a phenomenon was born.

Where you can find MOOCs

Most MOOCs are offered through third party platforms like Coursera, edX, Udacity, and Khan Academy. Coursera, the best known and largest, was established by Stanford profs Andrew Ng and Daphne Koller: https://www.coursera.org/. It partners with over 80 universities including Duke, Michigan, and Yale, and offers 391 courses in a wide range of subjects. Udacity, springing from Stanford’s “Introduction to Artificial Intelligence” class, offers MOOCs on computer science, https://www.udacity.com/. edX, maintained by elite schools such as Harvard, MIT, Berkeley, Rice and Cornell, draws content from their course offerings. https://www.edx.org/ Khan Academy offers K-12 students courses on math and science. https://www.khanacademy.org/

How Librarians Assist MOOCs

MOOCs—Massive Open Online Courses—have only been around for little over a year, yet this disruptive technology is growing globally at a phenomenal rate. With tuition learning expanding, the public discourse is pushing forward on MOOC models. Many universities, including UNCG, are considering partnerships with MOOC providers like edX, Coursera, and FutureLearn. But uncertainty remains about the potential to offer MOOCs. As universities start discussing MOOCs, librarians need to be at the table, as they are a natural fit to bring resources, knowledge, and skills to the concept:

- Librarians are interdisciplinary and collaborative by nature. We have broad visions of faculty and student needs across disciplines and with the networking skills to bring faculty, administrators, and tech staff together. Librarians can inform the campus on what MOOCs are, perhaps with fact sheets, resource guides, and information-sharing sessions.
- Librarians often are tech savvy, understand pedagogy, and can provide support, training, or help with tech aspects of MOOC creations: lending equipment (check out: http://library.uncg.edu/services/technology/checkout.aspx), video editing (our DMC: http://library.uncg.edu/educatespaces/dmc/), creating tutorials, etc.
- Librarians know resources: licensing, open educational resources, copyright, fair use, creative commons, digitized material. Key aspects of MOOCs are creating something that does not violate copyright and contains open educational resources, so why not bring in the campus experts?
- Librarians are preservationists, archivists, and run institutional repositories. We have experience with born digital materials, host servers for the campus (especially at UNCG’s University Libraries) and have been preserving our campus archives for years. Librarians can assist with preservation of the courses, finding materials in repositories, and archiving key resources, saving faculty time with these processes.
- Librarians assist with course building, materials creations, instructional technologies. As part of the MOOC course team, librarians can navigate through available resources and add helpful tools like an Ask A Librarian link, or build course content through open educational resources or digitized content or hosting materials. Many librarians are also skilled in the instructional technologies and design processes necessary for designing MOOCs.
- Librarians are already enrolled in, discussing, and creating MOOCs! For more information on libraries and MOOCs, check out this recent conference: “MOOCs and Libraries: Massive Opportunity or Overwhelming Challenge?” (http://www.oocl.org/research/events/201303-ll.html).
With all their potential advantages, like other technological innovations, MOOCs are looked at as a new academic and financial model emerging from MOOCs. Offered for credit. This group, dubbed the “Presidential Innovation Lab,” is also working with both Coursera and edX to determine whether some MOOCs should be eligible for MOOC credit based on criteria established by participating universities.

Naysayers and yea sayers

Some MOOC opponents fear that academic quality will suffer. Some argue that courses are targeted only to advanced learners and can’t adapt to those needing remediation. Administrators fear that MOOC providers could take money from college coffers already stretched thin by budget cuts.

MOOC challenges affect both faculty and students: lack of personal engagement, thinning of academic credit based on criteria established by participating universities.

MOOC proponents cite the benefits of lifelong learning, the democratization of knowledge, and see MOOCs as an opportunity to showcase talent and attract new students. MOOCs may also redefine the college experience by giving more students access to education and helping them graduate on time. MOOC proponents may also redefine the college experience by giving more students access to education and helping them graduate on time.

The MOOC Approach:

MOOCs are based on Connectivism, where learning is created through connection to different people and opinions. MOOCs are taught asynchronously for students' learning convenience. Students view video lectures, participate in online forums, and often share online tests or essays with peers. Interaction is encouraged.

Upcoming UNCG MOOCs

DCL is working with two faculty members to develop MOOCs in their respective areas of expertise. Dr. Stephen Ruzicka from the History Department will be working on a MOOC titled Passion of the Western Mind. This course looks at “big” questions—What is the mind? What is the purpose of life? What does it mean to be human?—and at the characteristic, often conflicting answers, which successive ages from the ancient world to the modern have given. At the same time the course considers how models of liberal education have been shaped by the different answers to these “big” questions. Guided by a modern narrative account (Passion of the Western Mind by Richard Taras), students will examine the question-and-answer saga of the Western mind through works of representative “big” thinkers: Plato, Augustine, Dante, Descartes, Wordsworth, Dewey, and Sartre. Dr. Ruzicka has taught this course for several years through the MALS Program.

Dr. Anthony Chow, Assistant Professor in the Department of Library and Information Studies, will be preparing a MOOC entitled Web Design and Usability. This open course will provide both a historical and practical, hands-on overview of web design and development, as well as data performance dashboards and other online information systems for organizations.

Administrators’ Responses

| Recruiting Tool | Try it before you buy it | 55%
| A Massive Learning Lab | Testing best practices to engage online learners | 53%
| Mainstreaming Competency | Base degrees (online competency-based models like Western Governors University) | 41%
| International Recruiting | Allow regional schools like UNCG to promote brand awareness | 39%
| Free Agent Faculty | Using celebrity faculty | 12%
| MOOCs Won’t Matter | MOOCs are monetized and revenue streams mature | 5%
| An Additional Revenue Stream | 4%

Continued from Page 1

What’s the controversy?

With little research to date, success is currently estimated by completion rate. So far, The University of Edinburgh has been the winner. Its 2013 five-week course in “Equine Nutrition” enrolled 23,322 students with 8,416 finishing, a completion rate of 36.1%. Stanford's artificial intelligence course completion rate was only 13%. But completion rates are lower than for standard classes, less than 10% for most MOOCs MIT’s first MOOC, the 2014 14-weeker “Circuits and Electronics” drew 154,000 students but only 7100 or 5% finished. Even lower was Princeton’s 14-week “A History of the World since 1300”: 83,000 enrolled, 605 completed, or 0.7%. Still, 600 to 7000+ completing a course is a lot of students.

What about for-credit options?

Universities are beginning to explore for-credit options. San Jose State’s three entry-level online courses are offered at only $150 each. These relatively small courses enroll only 1000 students. In May, Georgia Tech announced that it would work with Udacity to offer an online master’s in Computer Science. Though courses are free, students seeking credit will have to apply for admission and pay tuition; total projected cost is less than $7000. The privately-owned Academic Partnerships, an entity that helps colleges and universities with recruitment, retention and online curriculum development, is offering a MOOC2 degree program where students can earn academic credit based on criteria established by participating universities.

The Future of MOOCs

The Educational Advisory Board recently polled continuing and online administrators from across the U.S. (N=85) to capture their thoughts on the possible impact of MOOCs. The question posed to this group of continuing and online leaders was, “What will be the lasting impact of massive open online courses (MOOCs)?” Respondents could check all options. Results shown below.

The world of MOOCs and related innovation evolves rapidly. The DCL Currents newsletter will provide updates at the beginning of the session, Fall, Spring and Summer.
What's New

Online EdD in Kinesiology Arrives Fall 2014

As the nature of work and the challenge to balance work-life issues evolve in North Carolina and across the U.S., designing high-quality online programs for location-bound and time-bound students will be crucial in meeting America’s workforce development needs.

The Department of Kinesiology has a national reputation for providing high-quality doctoral programs, both EdD and PHE degrees. In concert, these programs have been ranked 15th nationally by the National Academy of Kinesiology. In recent years, the EdD program has faced some challenges that impacted student enrollment, states Sandy Schultz, Chair of Kinesiology. “The EdD program is also faced with critical challenges that have invited enrollment, retention, and timely degree completion in its current face-to-face format. The fact that it is designed for professionals who are currently employed makes its implementation as a face-to-face degree program a challenge. Many students enrolled in the program drive long distances (up to 4 hours round trip) to attend classes while working, making part-time enrollment the only option.” In addition, students “changing positions and moving out of the area to pursue other professional opportunities represents one of the reasons for these students not completing the degree.”

Dr. Schultz believes that the challenges of the current face-to-face EdD program can effectively become an opportunity through the development of a signature online degree program for UNCG that is the only one of its kind in the nation. "The EdD program is also faced with critical challenges that have invited enrollment, retention, and timely degree completion in its current face-to-face format. The fact that it is designed for professionals who are currently employed makes its implementation as a face-to-face degree program a challenge. Many students enrolled in the program drive long distances (up to 4 hours round trip) to attend classes while working, making part-time enrollment the only option." In addition, students “changing positions and moving out of the area to pursue other professional opportunities represents one of the reasons for these students not completing the degree.”

To this end, DCL has developed a careful plan of action working closely with Dr. Pam Brown and selected Kinesiology faculty members to transform the existing EdD program for online delivery. During the 2013–2014 academic year, Kinesiology will develop six required online courses for delivery to its inaugural online class in the Fall 2014 semester.

Expert System for Grading Essay Questions

A recent above-the-fold front-page feature in the New York Times (April 5, 2013) outlined how edX (an enterprise established by Harvard and MIT to offer MOOCs) has developed a free expert-system software to grade student essays and short answer questions. Skeptics abound related to this possibility. Stay tuned to DCL Currents for updates. (www.edx.org)

Using Big Data

A recent report by the Educational Advisory Board touted big data as the next growth field. “Big data” refers to the vast amount of information collected but not analyzed from e-commerce, smartphones, social media, RFID tagging, video imaging, etc. Harnessing big data is seen as a way to enhance productivity, improve supply chains, and control costs, states Hal Varian, Chief Economist from Google.

Reducing Time and Cost: PLAs and MOOCs

The State University of New York (SUNY) system is examining how to use Prior Learning Assessments (PLAs) and MOOCs to reduce time to degree and costs for students. Top faculty will be recruited to build MOOCs designed to enable students who succeed in the course to earn college credit.

Mentors for MOOCs? Alumni

A recent feature in the N.Y. Times stated that Harvard University has asked alumni who completed a course on Greek Heroes to volunteer as mentors and group discussion leaders for their MOOC on this topic.

Key Terms

Division of Continual Learning (DCL). DCL provides program development and marketing service for continuing and online education courses and programs at UNCG. www.uncg.edu/dcl

Bloom’s taxonomy. Developed by Benjamin Bloom in 1956, this taxonomy categorizes educational activities and related educational objectives into structured levels of cognition to promote higher levels of thinking.

Branching tree learning object (BTLO). A learning object where the student participates in a dialogue, then presents alternative answers to a question. The student must choose between responses in order to proceed.

Digital environment. A virtual place or website where users can interact remotely with resources, other users, and be engaged in various activities and exercises.

School coaching. DCL’s School offered dual-credit online college courses to high school students with a support system to keep them on top of their assignments. School coaches observed student activity, and contacted students who failed to log into their course, turn in assignments, or performed below acceptable expectations. Coaches also offered tips in time management and study skills. State-funded from 1997 to 2011, UNCG School is set to re-emerge in Fall 2013 under a new grant.

Instructional designer. A curriculum specialist whose goal is to help faculty design their course, from outcomes to assessments to content, as they prepare the course for the online environment.

Learning rubrics. A set of guidelines/criteria for evaluating student performance/work. Rubrics make the task at hand easier for the student to understand and provide the teacher with a good feedback tool.

Master of Arts in Liberal Studies (MALS). UNCG’s online master’s degree program for those with wide-ranging intellectual interests focusing on the Humanities. www.uncg.edu/dcl

Multimedia specialists. Content creators and producers whose talents lie in the design and creation of motion graphics, moving images, animation, and audio.

Scaffolding. Stair-stepping the learning process in order to help a student become autonomous. Think of it like helping someone ride a bike. Lots of support up front. Then support backs off until the cyclist is pedaling free of their mentor and training wheels.

Western Governors University. WGU originally started in the western states of the U.S. Today, WGU is an online university offering online bachelor’s and master’s programs across the U.S. with an emphasis on online and competency-based degree programs.
Online Faculty Profile: John Young & Bob Miller

A 30-Year Dialogue That Inspired a New Course

Emeritus Professor Bob Miller and Dean Emeritus John Young, co-creators of the new MLS630 online course, Revolutions in Scientific Thought, aren’t quite like long-term comedy duo Bob Elliott and Ray Goulding, but they’re close. They’ve been friends for a long time, they work well together, they struck up the idea for the course in an odd place, and they can both be, well, funny.

Why else would Young call Greek philosophy an attempt to explain the “Big Buzz of Life” or label two pre-Socratic factions “The Sicilian Mob” and the “Boys from Ionia”?

But they are serious about education—enough so that they came out of retirement to work together creating MALS’ innovative new online history of science course.

Where did they get the idea for the new MLS 630?

“Men’s room,” Young laughs. The two became good friends when they worked across from one another in the old Foust Building and chatted outside their offices. “Bob was my administrative mentor.”

“I was teaching a course inspired by Thomas Kuhn’s The Structure of Scientific Revolutions,” Miller says, “asking the question, ‘Where did all the ideas come from?’ The Greeks were the ones who came up with numbers, the Pythagorean theorem, and so on. John sat in on my course and—”

“He even got down on the floor with us!”

“Young adds. “Basically, he herded cats.”

“Held forth on Greek thought,” Young grins. The two team-taught the course face to face in Spring 2012. “The online course starts as a conversation. Well, we’ve had a 30-year conversation.”

The course explores how science grew out of attempts by ancient religion and mythology to explain why the world came into being and how it worked. From Copernicus onward, however, the focus shifted to the “how,” not the “why.” The course chronicles science from its origins in ancient Egypt and Greece, up through Copernicus, Galileo, and Einstein. The content prepares students to read original documents by these important scientists.

How to translate this to the online environment?

Enter DCL and Instructional Designer/Project Manager Matt Loyd (BA Sociology/Anthropology, Carleton College; MA Sociology, UNC-Chapel Hill). Matt worked closely with the duo to discuss learning goals, prep materials, suggest interesting activities, and to make sure their ideas translated effectively to the web.

“He came to my house to work with us,” Miller said.

“He even got down on the floor with us!” Young adds. “Basically, he herded cats.”

Loyd said part of his job was to digest the course material and turn it into a narrative that would be accessible to students on the web.

Did you guys do that? I want to take your course!”

Miller’s wife of 37 years. “Wow! Did you guys do that? I want to take your course!”

“Millie really liked the course,” Young said.

“Wow! Did you guys do that? I want to take your course!”

But perhaps the definitive words about MLS630 came from Bonnie Miller, Dr. Miller’s wife of 37 years. When he showed her the online version, she exclaimed, “Wow! Did you guys do that? I want to take your course!”

Story by: Coventry Kessler, DCL
DCL Designer Instructs at C3 Lunch & Learn

On May 24th, C3 (The UNCG Community of Content Creators) held a Lunch & Learn—an on-going series of presentations/workshops centered around inspiring and providing useful tools to the larger university community.

DCL’s John Mortenson talked about Photoshop tips and best practices for preparing image files for use in the many printed and digital formats. If you’d like a PDF or PPX copy of the presentation contact DCL Design Lead John Sowinski at: jas.uncg@gmail.com

Staff Profile: Chris Dunst

Former News Pro Brings the New to Online Courses

How do you get to be the Assistant Director of Online Learning as a mid-thirty-something? That would be DCL’s talented and personable Chris Dunst. It probably didn’t hurt that Chris started out smack dab in the middle of seven lively brothers and sisters. “Our mom used to let us put on circuses for the neighborhood. We thought we could do anything.” That “can-do” attitude took him to Central Missouri State University to fly planes, but he changed to U of Missouri/Kansas City for communication sciences when money interfered. A subsequent internship with CBS News in New York led him to “48 Hours Investigates” from 2000–2003. “I covered storied stories all over the U.S., like the Scott Peterson case. I was there during 9/11 too. It was a fast-paced and surreal job.”

In off-hours he volunteered for a church-sponsored food pantry, where they sent him to work with Spanish-speaking youngsters. “That’s where I fell in love with teaching,” he said. After moving to Greensboro in 2003, Chris became a 5th grade teacher. He liked building skills by giving students “real world” scenarios such as lying to their parents in a persuasive letter (which they later admitted). He would also agree to a longer recess or extra, healthy snacks if students could convince him in writing that it was a good idea.

“When students complained about having to learn something, I would tell them, ‘Do what you have to do until you can do what you want to do.” In 2004 he was named Guilford County’s Rookie Teacher of the Year. While earning his MEd from UNCG’s School of Education, Chris loaded trucks for UPS. A connection there brought him to DCL, where in 2009 he was tagged to replace Darby Sanders as the Assistant Director of Online Learning.

“DCL is a very cool place to work. I like bringing together the teaching with the technical side.” Chris sees online education as the opportunity to bring all the advantages of the digital environment to the learning process. “We have access to e-books, videos, interactive activities, social networks. We have access to the world. Why confine your course to a single classroom?”

“Education is always a conversation,” says Chris about DCL’s process. “We work hard to keep that conversation going. We find out what’s best for the instructors within their discipline and create with them the best possible course.”

Story by: Coventry Kessler, DCL

DCL’s Yan Wu Remembered

In April, DCL unexpectedly lost our beloved Assistant Online Director, Yan Wu, 42, who had come from Beijing to follow the American Dream. Yan had worked at DCL since 2000, starting as a temp coder and eventually rising to head of the IT crew. She was noted for her brilliance as a systems thinker, her ability to see the big picture on major projects and plan ahead, her support and encouragement of her coding team, her devotion to her two young sons, Jojo and Levi, her bright insistent spirit, and for being absolutely unbreakable at the game of 24. She played a key role in making DCL online the effective, innovative crew it is.

Yan was also a member of the Greensboro Chinese Christian Church and a mentor to many Chinese women here hoping to establish themselves in the workforce.

Her husband, Guanghui Lei, has been charged with first-degree murder. When Yan first started at DCL, a coworker asked what surprised her the most about America, what she liked. “All the trees!” she exclaimed. She loved how green America was. Yan had worked at DCL since 2000, starting as a temp coder and eventually rising to head of the IT crew. She was noted for her brilliance as a systems thinker, her ability to see the big picture on major projects and plan ahead, her support and encouragement of her coding team, her devotion to her two young sons, Jojo and Levi, her bright insistent spirit, and for being absolutely unbreakable at the game of 24. She played a key role in making DCL online the effective, innovative crew it is.

Chris’ Other Title—Children’s Book Author

“My son is a toddler-sized rail fan. He loves when my wife and I read books. I combined the two and started writing and illustrating My First Train Book. José chose the characters, the cars, and the scenery. I did my best to capture them. Once complete, my wife translated the book into Spanish. We now read My First Train Book to José in both languages. We've since published a book about fire trucks and another about the planets.”

My First Train Book

"We have access to e-books, videos, interactive activities, social networks. We have access to the world. Why confine your course to a single classroom?"

“Education is always a conversation,” says Chris about DCL’s process. “We work hard to keep that conversation going. We find out what’s best for the instructors within their discipline and create with them the best possible course.”

Story by: Coventry Kessler, DCL
Recent Work Showcase

DCL Course Development: Putting Learning First, Online

DCL’s team of developers has produced dozens of innovative online courses that leverage technology to achieve learning outcomes. We design and build learning objects that are more engaging, interactive, and focused than the traditional models for online instruction.

The entire process, from conception to construction, is designed around the specific learning goals for each individual course. See some of our latest work below. And if you are interested in bringing a course to life online, contact our Assistant Director of Online Learning Chris Dunst directly to learn more about the services we can offer to enhance your course.

EMAIL: cbdunst.uncg@gmail.com
Direct: 336.315.7762 Main: 336-315-7044

1. **MUE705 Music Administration**
   
   Guided by Dr. John Deal, former UNCG Dean of the School of Music, this course gives Music faculty practice experience as an administrator in a virtual college.

   The online world comes to life with richly detailed illustrations by DCL’s own John Mortenson. It features case studies where the (student) Administrator solves problems, through utilizing input and interviews from a wide cast of characters.

2. **DCE200 Dance Appreciation**

   A DCL team led by DCL Instructional Designer Susie Baker worked in collaboration with Anne Morris and the Dance Department to re-imagine Dance Appreciation.

   The design utilizes an energetic color palette and bold graphic silhouettes to convey the joy of movement and dance styles from around the world.
Learning doesn’t end when “real life” begins. The UNCG Master of Arts in Liberal Studies program provides an opportunity to further your academic pursuits and indulge your lifelong love of learning. Our challenging curriculum and inspiring faculty members will guide you on an exploration of complex global issues. We offer both face-to-face and online study options to fit the reality of your busy life. Why? Because it’s your turn.

explore.uncg.edu/start

CRAVING MORE MEANINGFUL DEBATES?

Evoking the “AHA!” Moment for Master of Arts in Liberal Studies

This campaign promotes both the face-to-face and online programs with a concept that asks the reader intriguing questions to spark their innate sense of intellectual curiosity and need for discovery. The campaign utilizes online display, paid search, website, radio, video, print, and promotional items to meet its objectives.

Making Connections for Bachelor of Science in Supply Chain Management Program

The Bachelor of Science in Supply Chain Management campaign promotes the newly online degree completion program. With design that highlights the global nature of the profession, the campaign utilizes online display, paid search, landing pages, radio, video, and print to meet its objectives. (Below are samples of online display ads.)

A Challenging Approach for the Nonprofit Management Graduate Certificate Campaign

This campaign promotes both the online and face-to-face post-baccalaureate certificate. Creative is designed to inspire those currently working or volunteering at nonprofit organizations to enroll — in order to step-up to a higher level in their careers and make a bigger impact in their community. The campaign utilizes landing pages, online display, paid search, and radio. (Landing page and online display ads pictured here.)
How’re We Doin’?

Like former NYC mayor Ed Koch, we want to know what you think. Do you have questions about DCL Currents, suggestions for improvements, or possible trends you want to know about? Please send your feedback to Coventry Kessler, Editor, cckessle@gmail.com. We want DCL Currents to be a useful resource for you.

Dean’s Acknowledgements

And a Great Big Thank You Goes To...

DCL would like to recognize and thank those members of the UNCG faculty, staff, and administration who served on DCL’s Advisory Committee and DCL’s Executive Committee (*). The sage advice of this group helped to chart DCL’s vision and activities for the 2012 – 2013 academic year and for years to come as we move forward.

Joy Bhadury
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Anthony Chow *
(School of Education)

Dedrick Curtis
(Military/Veterans)

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(Innovation and Commercialization)

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(College of Arts and Science)

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Pam Howe
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Gloria Thornton
(ITS)

Leah Tompkins
(Office of Academic Outreach, School of Health and Human Sciences)

Beth Williams
(University Libraries)

* Executive Committee Member

The Chronicle Follows The Money—Funding For MOOCs

This infographic was featured in a recent piece about the funding sources for MOOCs published on The Chronicle of Higher Education website. We thought you might enjoy it. To download it yourself, go to: http://bit.ly/15fBRWN.

For a few other interesting MOOCs infographics, here are some more links to check out:

http://bit.ly/aw1H4G